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ABSTRACT

The State University of New York College of Arts and Science at Geneseo initiated a 3-year baccalaureate degree program in the fall 1971 semester by enrolling 106 freshmen representing six departments. An additional 372 freshmen entered the program in the fall 1972 semester, bringing the current total enrollment to 458 students representing majors from most of the disciplines. A study was conducted during the fall 1972 semester to ascertain student reasons for participating in a 3-year program as well as reasons for declining the invitation. A 19-item questionnaire was prepared for the participant groups and included items pertaining to reasons for electing the program, plans for continuing in the program, and perceptions of the academic milieu. The questionnaire for the fall 1972 nonparticipants consisted of 17 items covering reasons for declining the invitation as well as a series of questions paralleling those in the participant questionnaire. Questionnaire results are categorized according to reasons for participation, reasons for declining, preference for Geneseo, participant regard for the program, area tests, transfer possibilities, academic milieu, and advisement. For related document, see HE 005 801. (MJM)

INSTITUTIONAL RESEARCH

REPORT NUMBER 73-1

ED 094674

BEST COPY AVAILABLE

ON THE APPEAL OF THE

THREE-YEAR BACCALAUREATE DEGREE PROGRAM

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February 1973

James L. McNally

tate University of New York
ollege of Arts & Science at
ENESEO

ACKNOWLEDGMENT

The conduct of a study such as presented in the following pages is beyond the capability of any one person. Several factors such as institutional support, advice of colleagues, and student cooperation are essential. In this regard, particular recognition is given to Mr. George Beard, graduate student intern in the Division of Student Affairs.

February 1973

James L. McNally
Director of Institutional Research
State University College of
Arts and Science
Geneseo, New York

ON THE APPEAL OF THE

THREE-YEAR BACCALAUREATE DEGREE PROGRAM

I. BACKGROUND

The College initiated a 3-Year Bachelor's Degree Program in the Fall 1971 Semester by enrolling 106 freshmen representing six departmental majors. An additional 372 freshmen entered the program in the Fall 1972 Semester, bringing the current total enrollment to 458 students representing majors in most of the departments throughout the College. This current enrollment, however, does not include all of the students who were eligible to participate, especially with respect to the Fall 1972 entering freshmen. Close to 600 of this class were invited to participate and nearly two-thirds elected to do so.[1] As a result of this response and in keeping with the continuous evaluation of the program, a study was conducted during the Fall 1972 Semester to ascertain student reasons for participating in the 3-Year Program as well as reasons for declining the invitation.

II. PROCEDURE

The study consisted of a questionnaire-survey and structured interviews with Fall 1971 and Fall 1972 participants and Fall 1972 freshmen who were invited to participate but declined to do so.

A 19-item questionnaire was prepared for the participant groups and included items pertaining to reasons for electing the program, plans for continuing in the program, and perceptions of the academic milieu.[2] The questionnaire for the Fall 1972 non-participants consisted of 17 items covering reasons for declining the invitation as well as a series of questions paralleling those in the participant questionnaire.[3]

Questionnaires were distributed to a total of 660 students in mid-October with a follow-up made in early November. As a result, a 78% return was achieved for all three groups with a slightly higher rate for those participating in the program. *(See TABLE 1)*

TABLE 1
3-YEAR DEGREE PROGRAM SURVEY
FALL 1972

Total Questionnaires		Participants Fall 1971	Participants Fall 1972	Declines Fall 1972
Sent	660	80	367	213
Returned	515	70	296	149
% Returned	78.0	87.5	80.7	70.0

[1] *As of the Fall 1973 Semester all entering freshmen will be eligible and invited to participate.*
[2] *See Appendix A*
[3] *See Appendix B*

Following the return of the questionnaires, 14 randomly selected students were asked to respond to a structured interview to provide subjective feedback.[4] Of these students, 10 were participants and 4 were non-participants.

III. QUESTIONNAIRE RESULTS

A. Reasons for Participation

Students participating in the 3-Year Program were asked to indicate their first and second most important reasons for their decision. The response pattern between these two questions definitely favored *"save money," "enter graduate or professional school sooner,"* and *"avoid general freshman courses."* *(See TABLES 2 and 3)*

TABLE 2
MOST IMPORTANT REASON FOR PARTICIPATING

Reason	Total (N=366) %	Participants Fall 1971 (N=70) %	Fall 1972 (N=296) %
Save money	32.5	25.7	34.1
Grad or Prof.School sooner	37.7	42.9	36.5
Avoid general fr. courses	12.3	10.0	12.8
Support myself sooner	8.2	2.9	9.5
Prefer experimental curric.	3.2	10.0	1.7
Other	6.1	8.6	5.4

TABLE 3
SECOND MOST IMPORTANT REASON FOR PARTICIPATING

Reason	Total (N=364) %	Participants Fall 1971 (N=70) %	Fall 1972 (N=294) %
Save money	39.8	48.6	37.8
Grad or Prof.School sooner	20.1	12.9	21.8
Avoid general fr. courses	21.2	12.9	23.1
Support myself sooner	12.0	12.9	11.9
Prefer experimental curric.	3.8	7.1	3.1
Other	3.0	5.7	2.4

B. Reasons for Declining

In a similar manner, those who had declined to participate in the program were asked to report their first and second most important reasons for their decision. A variety of reasons were offered with the most important being *"major not included"* and *"degree might be inferior."* The second most important reason was that the program might *"limit college social life."* *(See TABLE 4)*

[4] *See Appendix C*

TABLE 4
REASONS FOR NOT PARTICIPATING

Reason	Fall 1972 Most important (N=111) %	Second Most Important (N=110) %
Inferior degree	20.0	20.9
Hinder grad school chances	10.9	18.2
Limit college social life	12.7	28.2
Major not included in program	27.3	10.9
No teaching certif. in 3 yrs.	16.4	11.8
Major & tchg.certif. not included	12.7	10.0

C. Preference for Geneseo

All three groups had an opportunity to indicate the rank order of their preference for attending the College. A larger percentage of the Fall 1972 non-participants noted that Geneseo was their *"first choice,"* followed by the Fall 1972 participant group. For all three groups, well over half noted that Geneseo was their *"first choice."* *(See TABLE 5)*

TABLE 5
PREFERENCE FOR ATTENDING GENESEO

Choice	Participants Fall 1971 (N=70) %	Fall 1972 (N=296) %	Declines Fall 1972 (N=145) %
First	57.1	65.9	70.3
Second	14.3	22.3	17.2
Third	11.4	5.1	6.9
Uncertain	8.6	3.7	2.8
Other	8.6	3.0	2.8

D. Participant Regard for the Program

In order to obtain some feeling for the appeal of the program, 3-Year Program participants were presented with a series of questions pertaining to the attraction of the program and their expectations for remaining in it. In sum, there is evidence that the Fall 1972 participants endorse the program to a greater extent than the Fall 1971 group. A larger percentage of the Fall 1972 group reported that they would not have attended the College if it were not for the program and that, if given an opportunity to choose again, they would make the same decision.
(See TABLES 6 and 7)

It should be noted, however, that the Fall 1971 participant group was not apprised of the opportunity to join the Program until a decision to attend the College had already been made.

TABLE 6
WILLINGNESS TO ATTEND GENESEO REGARDLESS OF 3-YEAR DEGREE PROGRAM

Response	Participants Fall 1971 (N=69) %	Fall 1972 (N=295) %
Yes	97.1	86.4
No	2.9	13.6

TABLE 7
IN RETROSPECT WOULD CHOOSE 3-YEAR DEGREE PROGRAM AGAIN

Response	Participants Fall 1971 (N=70) %	Fall 1972 (N=295) %
Yes	67.1	78.6
No	8.6	1.7
Uncertain	24.3	19.7

Somewhat along the same line, declines were asked that *"in retrospect would you make the same decision not to participate?"* Slightly over half noted that they would remain firm in their decision, 8% indicated that they would have changed their minds, and 35% were uncertain. *(See TABLE 8)*

TABLE 8
WOULD MAKE SAME DECISION NOT TO PARTICIPATE

Response	Declines Fall 1972 (N=145) %
Yes	56.6
No	8.3
Uncertain	35.2

E. Area Tests

Standardized Area Tests in Social Science, Humanities and Natural Science of the Undergraduate Program for Counseling and Evaluation *(Educational Testing Service)* were administered to participants in order to demonstrate proficiency in these core areas. The prevailing participant reaction to them was *"challenging and representative of college level work."* Very few participants considered them to be *"easy."* *(See TABLE 9)*

TABLE 9
AREA TESTS

Response	Participants Fall 1971 (N=69) %	Fall 1972 (N=281) %
Challenging & representative of introductory college work	59.4	70.8
Easy and representative of introductory college work	2.9	2.5
Challenging and a repeat of high school work	2.9	5.7
Easy & a repeat of high school work	7.2	1.1
No opinion	27.5	19.9

F. Transfer Possibilities

Participating students were questioned as to their plans for transferring to the 4-year program at the College while declines were asked that *"if it were possible, would you transfer to the 3-Year Degree Program?"* Participants, particularly the Fall 1972 group, reflected a greater tendency to stay put compared to the non-participants. *(See TABLES 10 and 11)*

TABLE 10
PLAN ON TRANSFERRING TO 4-YEAR PROGRAM

Response	Participants Fall 1971 (N=70) %	Fall 1972 (N=296) %
Yes, transfer	14.3	1.7
No, remain in program	70.0	72.6
Uncertain	15.7	25.7

TABLE 11
WOULD TRANSFER TO THE 3-YEAR DEGREE PROGRAM

Response	Declines Fall 1972 (N=146) %
Yes	15.8
No	47.3
Uncertain	37.0

As for transferring to another college or university, a larger proportion of the 3-Year Degree participants planned on remaining at the College than did the non-participants. *(See TABLE 12)*

TABLE 12
PLAN ON TRANSFERRING TO ANOTHER INSTITUTION

Response	Participants Fall 1971 (N=70) %	Fall 1972 (N=296) %	Declines Fall 1972 (N=146) %
Yes	4.3	4.1	6.2
No	85.7	79.4	69.9
Uncertain	10.0	16.6	24.0

G. Academic Milieu

Perceptions of the academic milieu were generally the same for all three groups. Present course work was viewed as *"moderately repetitious"* to *"quite difficult"* by over 90% of all respondents. In terms of the work being *"repetitious"* of high school, there was a slight tendency for non-participants to report this to be so. *(See TABLE 13)*

TABLE 13
PROGRAM OF STUDY COMPARED WITH HIGH SCHOOL

Response	Participants Fall 1971 (N=70) %	Participants Fall 1972 (N=295) %	Declines Fall 1972 (N=145) %
Very repetitious	1.4	2.0	2.1
Moderately repetitious	11.4	15.6	17.2
Slightly repetitious	21.4	35.3	38.6
Essentially different	65.7	47.1	42.1

H. Advisement

Academic advisement is important to a 4-year program and apparently more so to a 3-year. This sentiment was borne out by a much larger proportion of the 3-year students reporting that they had seen their academic advisors on one or several occasions than had their 4-year counterparts. In fact, approximately 43% of the Fall 1972 participants had seen their advisor at least one time or more, while 75% of the Fall 1972 non-participants reported that they had not seen their advisors at all. *(See TABLE 14)*

TABLE 14
CONSULTATION WITH ACADEMIC ADVISOR

Response	Participants Fall 1971 (N=70) %	Participants Fall 1972 (N=295) %	Declines Fall 1972 (N=146) %
Once	10.0	30.2	17.9
Twice	30.0	10.5	6.8
On several occasions	51.4	3.1	0.0
None	8.6	56.3	75.3

I. Responses to Open-Ended Questions

Several respondents offered lengthy comments at the end of the questionnaires. Representative samples of comments from each group are presented in *Appendix D*.

IV. STRUCTURED INTERVIEWS

Each of 14 randomly selected students *(10 participants and 4 declines)* contacted to engage in a structured interview consented to do so. The interviews were conducted by the Director of Institutional Research and a graduate student personnel intern. For the most part, responses tended to confirm what was being reported on the questionnaires. However, some additional insights were obtained.

A. Several participants said that they felt honored and privileged to have been invited to participate and that their parents were of the same opinion. Two of the declines reported that they were uncertain as to their career plans and in a sense needed more time to finalize them.

B. In terms of communicating the program to friends, four participants would say that the 3-Year Degree Program was a favorable option, but that they should be fairly certain of what they wanted to do. Moreover, it is possible for 3-Year Degree students to become immersed in a major sooner. Most of the declines said that they would allude to the importance of having a major and career goal in mind, but would caution others that the personal growth factor is diminished due to *"racing through too quickly for a degree."*

C. Most of those interviewed also felt that a descriptive handbook would be very helpful and that it should contain information on:

(1) course and degree requirements and available electives
(2) the rationale for the Area Tests
(3) courses that will help one prepare for the Area Tests
(4) a reading list for the Area Tests
(5) the history of the program as well as what developments are taking place nationally and locally
(6) opportunity for graduate study with a 3-year baccalaureate.

D. There was a difference of viewpoint between participants and declines when questioned as to their reactions to the statement that participants are *"Rushing through college... their opportunities for social and academic growth are reduced."* Participants felt that they were not wasting time, that they were avoiding the *"baloney"* courses, and that for the major the end result is the same. Furthermore, according to one student, social growth takes place in the first two years of college and that the senior year in college could well become like the senior year in high school. In any event, if one wanted to stay for the fourth year, one would be in a position to do so. The declines responded that they were not in a hurry to complete college. However, one student expressed the concern, *"I don't know what they are in a hurry to get out into."*

V. DISCUSSION

A. Reasons for Participating

The more obvious reasons for a student participating in the program, *i.e., "save money and enter graduate or professional school sooner,"* were empirically validated. However, the notion of avoiding general freshman courses was also given support, thus corroborating some of the contentions in the Carnegie Report—Less Time, More Options. In summary, the group seemed to be goal-oriented with major apprehensions as to their acceptability for graduate study.

B. Reasons for Declining

The declines represented a group who generally felt that their major goal (teaching certification) was not readily attainable in the 3-Year Program. Many were also in no great hurry to complete college in a shortened period of time. There were also overtones of apprehension as to the experimental nature of the program. Much is to be said for the validity of the preceding which, therefore, suggests that a 3-Year Degree Program may not be for everyone and that a natural selection process may take place in a program open to all entering students.

C. Preference for Geneseo

For some the quality of a college may be evidenced by the number of students selecting it as their *"first choice."* The difference in selection choice between Fall 1972 participants and declines is somewhat negligible and this may be due to the fact that both of these groups met the same eligibility criteria in the first place. When the Program becomes open to all entering students, it will be interesting to monitor the choices noted by participants and declines. The choice distribution of the Fall 1971 group is due to an artifact of the initial selection process which is beyond the scope of this report.

D. Participant Regard for the Program

The goal-oriented characteristics of the Fall 1972 3-Year group can be inferred from the fact that over three-fourths indicated that they would repeat their decision to participate in the program. On the other hand, the decline group expressed a greater degree of uncertainty as to repeating their decision. Some confusion existed among the participants as to program requirements, but most seemed to go along with this situation because of the experimental nature of the program. For some of the declines, the lack of clarity as to certification was too much for them; they simply chose not to participate.

E. Area Tests

The Area Tests of the Undergraduate Program for Counseling and Evaluation *(Educational Testing Service)* were administered to participants in order to demonstrate competency in core areas in lieu of taking courses. The faculty decision to use these tests was somewhat controversial, particularly regarding their appropriateness. Student reactions tended to support the decision. However, it will be necessary to continue monitoring student reactions to the tests in order to determine if the Area Tests assume the role of a deterrent to students' electing the 3-Year Degree Program.

F. Transfer Possibilities

Again, the resolve of the participants was evidenced when a smaller proportion noted that they would transfer to the 4-Year Program compared with the decline group transferring to the 3-Year Program. The pattern also continued to hold for participants and declines as to plans for transferring to another institution; the participants were more adamant about remaining at the College. Should a large proportion of students participate in the 3-Year Degree Program, there are many implications for academic programming and the college environment.

G. Academic Milieu

In general, this was a particularly weak item in the questionnaire because of the vagueness of the response options. The intent was to determine if the declines perceived their course work to be more repetitious than did participants. If such were the case, then greater the reasons for altering the common core courses. The difference in response for Fall 1972 participants and declines was not significant. Again, the response of the Fall 1971 participant group is an artifact of timing beyond the scope of this report. However, the notion is an important one and bears a more meaningful review.

H. Advisement

A continuing concern in higher education is the quality of academic advisement. Student demands in this area will continue to increase and there is evidence to suggest that this trend will persist. For 3-Year Degree students, this will be particularly so and to an even greater extent during the formative stages of such a program. Lack of institutional attention to the advisement process can cause frustration and bitterness on the part of students and possibly defeat the purposes of a time-shortened degree program.

I. Responses to Open-Ended Questions

Responses offered by students at the end of the questionnaire were varied and colorful. As one might expect, some comments were contra to others. The presentations in *Appendix D* should speak for themselves.

VI. CONCLUDING REMARKS

One should not consider the preceding study as being definitive, but rather as casting light on some gray areas of a significant venture in higher education. More study, rigorous evaluation, and plain hard work will need to be expended before one can speak with any degree of finality on the subject of the 3-Year Degree Program. Perhaps at this point in time, a student has said it best:

> *"I wish everyone knew more about it and could predict the consequences of participating. I know that's impossible for an experimental program."*

Appendices

STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCE
GENESEO, NEW YORK

Appendix A

ffice of Institutional Research

October 1972

Dear Student:

As a 3-Year Degree Program student your help is needed in providing additional insight regarding the Program. Not only are Geneseo personnel interested in overall reactions to the Program, but a host of individuals at the State and National levels as well. Moreover, if adjustments are needed in the Program, your reactions will be necessary to provide us with direction.

The following survey form is brief and should take you no longer than a couple of minutes to complete. I ask that you give serious attention to completing the form by circling the number of the response option *(circle one number only)* which best reflects your response to each question. The last two questions are *"open-ended"* and thus provide you with an opportunity to expand upon your reactions to the Program to date.

Individual responses will be kept anonymous and only group responses will be reported. The code number at the top of the form is for follow-up purposes only.

Please return your completed form via the enclosed envelope as soon as possible, preferably by OCTOBER 30, to:

Dr. James McNally
Office of Institutional Research
Erwin 220

I thank you in advance for your consideration.

Sincerely,

James L. McNally
Director

CODE: ACADEMIC MAJOR: _____ *(fill in)*

1. What is the *most* important reason for your participating in the 3-Year Degree Program?
   1. I will be able to save money.
   2. I can enter graduate or professional school sooner.
   3. I will be able to avoid general freshman courses.
   4. I will be able to financially support myself sooner.
   5. I like the idea of an experimental curriculum.
   6. Other *(give reason)* _____

2. What is the *second* most important reason?
   1. I will be able to save money.
   2. I can enter graduate or professional school sooner.
   3. I will be able to avoid general freshman courses.
   4. I will be able to financially support myself sooner.
   5. I like the idea of an experimental curriculum.
   6. Other *(give reason)* _____

3. When did you make the decision to participate in the 3-Year Degree Program?
   1. Senior year in high school
   2. Summer orientation program
   3. Beginning of Fall Semester
   4. Other *(explain)* _____

4. Which source of information was *most* helpful to you in making your decision?
   1. College representative
   2. Newspaper or magazine article
   3. College announcement
   4. Other *(explain)* _____

5. As to your decision to attend Geneseo, was this college your:
   1. First choice
   2. Second choice
   3. Third choice
   4. Uncertain
   5. Other *(explain)* _____

6. If Geneseo did not have a 3-Year Degree Program, would you still have decided to attend the College?
   1. Yes
   2. No

      If "No", what other college would you have attended? _____

7. In retrospect, would you choose the 3-Year Degree Program again?
   1. Yes
   2. No
   3. Uncertain

8. Do you plan on transferring to the 4-Year Program within the next semester or two?
   1. Yes
   2. No
   3. Uncertain

9. Do you plan on transferring to another four-year college within the next semester or two?
   1. Yes
   2. No
   3. Uncertain

10. How do you regard your present course work?
   1. Easy
   2. Moderately difficult
   3. Quite difficult
   4. Very difficult

11. How do you regard your present course work as it relates to your high school work?
   1. Very repetitious
   2. Moderately repetitious
   3. Slightly repetitious
   4. Essentially different

12. Do you consider your program of study to be notably different from those students in the 4-Year Program?
   1. Yes
   2. No
   3. Uncertain
   If you have responded "No", why? _____

13. Have you taken the Comprehensive Area Tests required of 3-Year Degree students?
   1. Yes
   2. No

14. How do you regard these tests?
   1. Challenging & representative of introductory level college work.
   2. Easy and representative of introductory level college work.
   3. Challenging and a repeat of high school work.
   4. Easy and a repeat of high school work.
   5. No opinion.

15. Have you changed your major since beginning the 3-Year Program?
    1. Yes, once
    2. Yes, twice
    3. No
    4. Have not yet declared a major

16. After the initial orientation and registration for the first semester, how many times have you found it necessary to consult with your academic advisor?
    1. Once
    2. Twice
    3. On several occasions
    4. None

17. Which of the following best describes <u>your</u> impression of your faculty academic advisor regarding <u>your</u> program?
    1. Knowledgeable about the program and most willing to devote time to my academic problems.
    2. Seems to be knowledgeable about the program but is unwilling to devote time to my academic problems.
    3. Has little knowledge of the program but is most willing to devote time to my academic problems.
    4. Is not knowledgeable about the program and is unwilling to devote time to my academic problems.
    5. Have not seen my advisor yet.
    6. Other *(please explain)* _____

18. What academic and/or student personnel services not currently being provided do you feel a need for?

19. Do you have any other general reactions regarding the 3-Year Degree Program?

STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCE
GENESEO, NEW YORK

Appendix B

Office of Institutional Research

October 1972

Dear Student:

As one eligible to participate in Geneseo's 3-Year Degree Program and having declined an invitation to do so, you have much to offer in providing additional insight regarding the Program. In a sense, your perceptions represent *"the other side of the coin"* and help to round out the picture. Not only are Geneseo personnel interested in overall reactions to the Program, but a host of individuals at the State and National level as well. Moreover, if adjustments are needed in the Program, your reactions will be necessary to provide us with direction.

The following survey form is brief and should take you no longer than a couple of minutes to complete. I ask that you give serious attention to completing the form by circling the number of the response option *(circle one number only)* which best reflects your response to each question. The last two questions are *"open-ended"* and thus provide you with an opportunity to expand upon your reactions to the Program to date.

Individual responses will be kept anonymous and only group responses will be reported. The code number at the top of the form is for follow-up purposes only.

Please return your completed form via the enclosed envelope as soon as possible, preferably by OCTOBER 30, to:

Dr. James McNally
Office of Institutional Research
Erwin 220

I thank you in advance for your consideration.

Sincerely,

James L. McNally
Director

CODE: ACADEMIC MAJOR: _____
(fill in)

1. What is the *most* important reason for your not participating in the 3-Year Degree Program?
   1. It might be an inferior degree.
   2. I might not be readily accepted for graduate or professional school.
   3. I might not be able to fully participate in college social life.
   4. My major field is not included in the 3-Year Program.
   5. I will not be able to obtain a provisional teaching certificate at the end of 3 years.
   6. My major field and provisional certification are not included in the 3-Year Program.

2. What is the *second* most important reason for your not participating in the 3-Year Degree Program?
   1. It might be an inferior degree.
   2. I might not be readily accepted for graduate or professional school.
   3. I might not be able to fully participate in college social life.
   4. My major field is not included in the 3-Year Program.
   5. I will not be able to obtain a provisional teaching certificate at the end of 3 years.
   6. My major field and provisional certification are not included in the 3-Year Program.

3. Did you attend the group program during orientation at which Mrs. Joan Schumaker presented the 3-Year Program or did you discuss this program with her at a later date?
   1. Yes
   2. No

4. Do you feel that you had sufficient information to make your decision?
   1. Yes
   2. No
      If "No", what other information could you have used? *(explain)*

5. In retrospect, would you make the same decision not to participate?
   1. Yes
   2. No
   3. Uncertain

6. If it were possible, would you transfer to the 3-Year Degree Program?
   1. Yes
   2. No
   3. Uncertain

7. As to your decision to attend Geneseo, was this College your:
   1. First choice
   2. Second choice
   3. Third choice
   4. Uncertain
   5. Other *(explain)*

8. Do you plan on transferring to another four-year college within the next semester or two?
   1. Yes
   2. No
   3. Uncertain

9. Do you consider your program of study to be notably different from those students in the 3-Year Degree Program?
   1. Yes
   2. No
   3. Uncertain

10. How do you regard the Area Tests required of 3-Year Degree students (via hearsay)?
   1. Not familiar with them.
   2. Challenging and representative of introductory level college work.
   3. Easy and representative of introductory level college work.
   4. Challenging and a repeat of high school work.
   5. Easy and a repeat of high school work.

11. How do you regard your present course work?
   1. Easy
   2. Moderately difficult
   3. Quite difficult
   4. Very difficult

12. How do you regard your present course work as it relates to your high school work?
   1. Very repetitious
   2. Moderately repetitious
   3. Slightly repetitious
   4. Essentially different

13. Have you changed your major since the beginning of the Fall Semester?
   1. Yes, once
   2. Yes, twice
   3. No
   4. Have not yet declared a major

14. After the initial orientation and registration for the first semester, how many times have you found it necessary to consult with your academic advisor?
    1. Once
    2. Twice
    3. On several occasions
    4. None

15. Which of the following best describes your impression of your faculty academic advisor regarding your program?
    1. Knowledgeable about the program and most willing to devote time to my academic problems.
    2. Seems to be knowledgeable about the program but is unwilling to devote time to my academic problems.
    3. Has little knowledge of the program but is most willing to devote time to my academic problems.
    4. Is not knowledgeable about the program and is unwilling to devote time to my academic problems.
    5. Have not seen my advisor yet.
    6. Other *(please explain)*

16. What academic and/or student personnel services not currently being provided do you feel a need for?

17. Do you have any other general reactions regarding the 3-Year Degree Program?

Appendix C

Office of Institutional Research

INTERVIEW FORM

3-YEAR DEGREE FOLLOW-UP SURVEY
Fall 1972

Dec. 1972

1. Why are you in the program?

   (Extent of Commitment)

   (Anticipated Problems - A. During Program
   B. Post Graduate Plans)

2. Did anyone in particular influence your decision to participate?

3. What do you feel is the best way to communicate the 3-Year Degree Program to high school students?

4. Given your experience to date, would you have come to Geneseo if there were no 3-Year Degree Program?

5. What would you <u>really</u> tell a friend about the 3-Year Degree Program?

6. Is there need for a Handbook describing the 3-Year Degree Program?

7. If so, what specifically would you like to see included?

8. Do you feel that you and the 3-Year students generally have a feeling of group identity?

9. Critics of the 3-Year Program have claimed that participants are "Rushing through college; specifically, their opportunities for social and academic growth are reduced."

   What is your reaction to such a statement?

10. Do you feel that the Area Tests are appropriate for the 3-Year Degree Program?

11. Do you feel that 4-Year students should be able to transfer into the 3-Year Program?

12. Other reactions:

Appendix D

OPEN-ENDED RESPONSES TO QUESTIONNAIRES

NEW PARTICIPANTS - FALL 1971

"I feel it is a definite step in the right direction for modifying education practices. It is worthwhile & should be continued."

"Yes, I feel that the 3-year program is a very useful opportunity for especially dedicated students. When I was invited to take part in the program, I was very thrilled even to be considered. However, I now feel that I did not have the right mental attitude to take full advantage of the program - and this is reflected in my grades. I realize it has been very advantageous for many other students and I think screening should be more carefully controlled and students should be made well aware of what they are getting into. I certainly do appreciate this chance that was given to me by Geneseo."

"I am most pleased. I do not feel short-changed by missing one year. I enjoy missing most 100 level courses. I have found teachers in all departments willing to waive requirements for higher level classes because I am a 3-yr. student. Perhaps the common core should be a little less for 3-yr. students. All in all, I feel the program a success."

"I think it's one of the best ideas the 4-year colleges have come up with, and I hope it continues to expand, not only in Geneseo, but in other 4-year colleges as well."

NEW PARTICIPANTS - FALL 1972

"I find it a most realistic program, which saves the student money, and endless hours spent fulfilling core requirements, at the expense of forfeiting classes of interest to them. I am genuinely proud to be in this innovative program, and I have enjoyed it totally so far. I do hope the program proves successful."

"Overall, I think the 3-yr. program appears to offer an excellent opportunity for faster progression -- which is very appealing to me! If the same essential material can be covered in 3 yrs., rather than 4 yrs., that's great! Why waste extra time and money?"

"Everything seems to be in the process of changing, which leaves the student very insecure. Nobody seems to know what they're doing."

"I feel it is an excellent idea and should definitely be looked into by administrators in more fields & made more available to all students who want it & not selective students because if students are interested enough--they will achieve what is necessary!"

DECLINES - FALL 1972

"It seemed that no one really knew exactly what the program was about and that just discouraged me. I felt that I didn't want to risk my future by taking a program that I knew little about."

"At this time, I would not want to enroll in it, because it is a new program which has been set up only a couple of years, and I do not want to be a "guinea pig" in the beginning years of this set-up. If the program should fail in the experiment stage, I do not want to be one under it.
"If this system had been used a few more years, was succeeding, and being accepted--I would have enrolled in it.
"Also, in case I decided to switch my major, I believe that under the three-year program—I would have a difficult time switching."

"I think the main reason, I decided not to participate in this program, is because I do not want to rush my college life right into my career. Another related reason is that I don't think that I will have acquired the skills, knowledge and experience in my field in only three years. I think I need the extra year to prepare me more fully. Also within 3 years I don't think I will have had enough experience with life to be able to maturely cope with an intended career."

"I am interested in going to a law school and I feel that a thorough and general education is necessary to become a well-rounded person. My ideals of education are in conflict with what I feel are the goals of the three year program. I am in no hurry to graduate and prefer to experiment in as many fields as it is possible. Thank you."

"Every bodies (sic) in such a hurry to get out it's laughable after all the trouble they took getting in."

"Good program — now that I know what's going on —alas, too late!